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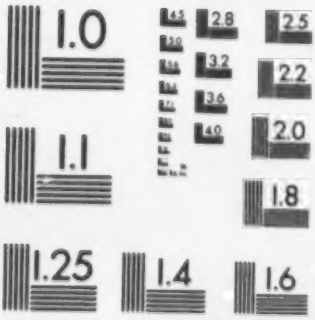

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ABSTRACT

This booklet describes the history, rationale, and operations of Alvin Community College (ACC's) Developmental Education Program. Section I, first, outlines the college's commitment to the philosophy of developmental education; second, provides a history of developmental education at ACC, covering the adoption of an open-door policy, the establishment of a developmental curriculum committee, the opening of a learning laboratory, the provision of special services for disadvantaged students under a federal grant, and the changes in organizational responsibilities for developmental education within the college; and third, establishes the need for the program. Section II examines the goals and outcomes of the program, specifying target groups to be reached and appropriate human development, basic skills, and preparation goals. Section III describes the operation of the program with reference to: (1) its organization and the roles and responsibilities of staff and administrators; (2) student diagnosis processes, which include referral, placement, and advisement; and (3) the prescribed courses in basic skills and human development. Section IV proposes a model and procedures for program evaluation, while Section V contains a consultant's report on the program's successful operation. Appendices provide information on course syllabi, exit criteria, grading policies, registration, a sample course plan, and learning laboratory procedures. (HB)

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Alvin Community College

THE DEVELOPMENTAL PROGRAM AT ALVIN COMMUNITY COLLEGE

Alvin, Texas 77511

A Description

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JC 820 113

Spring, 1981

(Revised Edition

Spring, 1982)

This Handbook, a description of the Developmental Education Program as it exists at Alvin Community College in the spring of 1982, is dedicated to Mrs. Jo Bennett who is currently the Associate Dean of Student and Instructional Services. Mrs. Bennett's devotion to students, her professional expertise, and her energy were the inspiration for the growth and development of the program.

The program is specifically an outgrowth of the work of the Developmental Curriculum Committee which began meeting in the fall of 1979, under the leadership of Mrs. Bennett. Because membership in this Committee varied over a period of time as faculty appointments changed, the program represents the culmination of the work of many people not named herein. The current Committee owes a debt of gratitude to these people for their many contributions, without which the program would not exist today.

AD HOC COMMITTEE, DEVELOPMENTAL CURRICULUM
1980-1981

Parochetti, Jo Ann - Chairperson	*Project Director, Special Services*
Bennett, Jo - Ex-officio Chairperson	*Associate Dean of Student & Instructional Services*
Balkum, Douglas	*Director, Student Services/ Registrar*
Brannon, John - Chairperson, Subcommittee on Human Development	*Instructor, Psychology*
Corbett, James - Chairperson, Subcommittee on Awards	*Instructor, Math*
Creel, James	*Instructor, English*
Ferguson, Charles - Chairperson, Subcommittee on Exit Levels	*Chairman, English Department*
Hagood, Alice	*Instructor, Math*
Meadows, James	*Associate Dean, University Parallel Programs*
Roberts, Julia - Chairperson Subcommittee on Evaluations	*Instructor, Reading*
Skidmore, Gerald - Chairperson, Subcommittee on Scheduling	*Chairman, Math Department*

Sutton, Susan-Chairperson, Subcommitte on Diagnostic Testing/Advising	*Coordinator, Learning Laboratory*
Valdes, Hugo - Special Evaluation Project	*Counselor*
Vern, Lynda	*Instructor, Reading*

All good educational programs must continually make adjustments to comply with changing community and student needs and with accepted educational practice. Therefore, this Handbook should not be viewed as a definitive blueprint, but rather as a reflective "taking stock." Already, new issues are appearing to challenge us and to remind us that education must never be viewed as a fixed entity--we cannot allow ourselves to believe that our labors are done!

FOREWORD

Spring, 1981

One of the better things we do at Alvin Community College is to concern ourselves with the whole student. Because ACC is an "open door policy" school, we must be especially dedicated to the needs of each student. The Learning Laboratory (Free Studies) was born as an answer to academic needs. As the Laboratory expanded, it became more obvious that quality of life has a great deal to do with success or failure of instruction. We are attempting a holistic approach to instruction by offering a developmental curriculum

A developmental curriculum is offered to appropriate students through special advisement. It is not mandatory; none of our developmental studies, individual courses, nor curriculum are mandatory. However, based on student information and test scores, recommendations are made by special advisors. We believe in the personal touch, strongly supporting the student who will take advantage of that support.

I want to thank the many people who for about three years have given time and energy toward the design of developmental courses and curriculum. I appreciate Charles Ferguson's patience and editorial expertise; Gerald Skidmore's patience and willingness to "try" new approaches; members of the English, Math, GED, and Special Services Departments for their dedication to the projects as well as to their students; and Susan Sutton for her organizational abilities, direction of placement testing, and development of student profiles.

Members of the ACC faculty working in our pilot advisement system and other faculty members who have worked in special advisement during regular registration have contributed greatly in the implementation of the developmental program.

To Jo Ann Parochetti, I owe a special debt of gratitude for coordinating the Ad Hoc Developmental Curriculum Committee in the final phases of its work. An even greater debt is due for her work in putting together this manual.

For the consultants (Dr. Barton R. Herrscher in particular), afforded by the Instructional ACCTion Consortium* we are most grateful.

Jo Bennett
Associate Dean of Student &
Instructional Services

*A component of the National Technical Assistance Consortium for 2-year colleges.

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I. PHILOSOPHY/RATIONALE
- A. ACC's Mission
- B. History of Developmental Education
  1. Open Admissions
  2. ACCTion
  3. Learning Laboratory
  4. Special Services
  5. Past Organizational Patterns
- C. Statement of Need

A. MISSION:

August 1, 1971, marked a point of departure for Alvin Community College from its role as "grades 13 and 14" of the Alvin Independent School District (AISD), a role it had played for the first two decades of its existence. The AISD Board of Trustees---acting on the strong recommendation of the Southern Association, on reports from numerous consultants, and on observations of societal changes---divorced the College from the AISD. A full-time president was employed and given the charge to develop a comprehensive community college.

As an early step in this development, the goals of the College were carefully reviewed and restated by faculty-administration committees during the 1971-1972 academic year. A new statement of purpose, the first to include developmental education, appeared in the 1972-1973 College Bulletin.[1] The 1980-1981 Statement of Purpose, originally approved in 1979, includes "Preparatory Programs" as an objective:

> *"Foundations and developmental programs are offered to help prepare individuals for admission to an occupational/technical program and to a university parallel program in the community college. These programs are designed to help develop the basic skills and understanding necessary for success in other programs of the community college."*[2]

Clearly, Alvin Community College has been, and is expected to remain, committed to the philosophy of developmental education for many years.

1. Institutional Self-Study, ACC, 1980.
2. Institutional Self-Study, ACC, 1980.

B. HISTORY OF DEVELOPMENTAL EDUCATION AT ACC:

1. Open Admissions

The adoption of an "open-door policy" at Alvin Community College remains an expression of the belief that education is for everyone--a feeling that all persons, regardless of present status, should have the opportunity to improve their education and the quality of their lives.

This belief is the basis of the existing policy that ACC will offer courses and counseling to meet the individual needs and desires of each student. Testing to ensure proper placement, courses at varying levels of skill development, and academic advising are offered to each student on a voluntary basis. Staff members at ACC are accountable for aggressively extending to each student the best advice currently available to guide the student to academic success; however, the decision to participate in testing and advising and the selection of courses remains with the student. That these responsibilities fall to the student is an extension of the belief that the ability to make independent decisions based on sound information is a part of any educational process. Thus, hopefully, the academically disadvantaged applicant at ACC is encouraged to cooperate with staff and faculty rather than being compelled to undergo remedial instruction.

The present developmental program components evolved as a response to the challenge of "Open Admissions." Significant landmarks include the following:

- ACC's inclusion in the National ACCTion Consortium and the subsequent establishment of a campus "ad-hoc" committee for a Developmental Curriculum.

-The creation of a permanent home for developmental studies in the Learning Resources Center (Title III).

-The awarding of a "Special Services for Disadvantaged Students" grant to ACC from the U. S. Office of Education.

-Various forms of organizational patterns for the administration of the program.

2. ACCTion Consortium (establishment of ad-hoc committee for a Developmental Curriculum.)

In the Fall of 1978 ACC was included in the Instructional ACCTion Consortium, a component of the National Consortium. Under the leadership of IAC an ACC Instructional Specialist Team was organized. The immediate task of this team was to establish goals which, when accomplished, would support improvement of instruction. One of the goals was directed at expanding current services to the academically disadvantaged students.

A major project was the design and implementation of a developmental curriculum. Another major project closely related to developmental programs was the design and implementation of an improved system of academic advisement.

For the past three years we have had the support and guidance from Instructional ACCTion Center in the accomplishment of the goal to expand these services which ultimately will lead to improvement of the classroom experience campus-wide.

3. Establishing a Home--The Learning Laboratory

The Learning Lab began offering instruction in math and English about ten years ago, in a one-room facility in the Science Building. Title III funds were procured to purchase self-paced materials and supplies; these materials remain the basis of the Learning Lab.

After being housed briefly in the Student Union Building, the Learning Lab came to its permanent home in Building "A" in 1978. Building "A," which houses this modern facility, complete with study carrels, offices, and tutoring center, was financed through a local bond issue.

The Learning Lab operates in an open-area learning center where students are tutored and tested and where they can work on their own, close to any needed assistance. Placement and diagnostic testing are available to help students determine their strengths and weaknesses, and make-up testing is conducted for instructors to assist students in keeping up with the rest of the class when circumstances would otherwise frustrate their attempts to become educated.

Most developmental classes are taught in the Learning Lab area itself and feature alternative methods of learning: tape/workbook programs in math and English, controlled readers and films in reading. Class activities are coordinated with and supplemented by the lab assignments. Students may receive individual assistance with their problems from lab tutors who work with students in everything from algebra to electronics.

4. Special Services

ACC initially applied for a Special Services for Disadvantaged Students Grant (one of the Federal Office of Education TRIO programs) in the winter of 1977: it received approval in the summer of 1978, for program operation during the two-year period of September 1, 1979, to August 31, 1980. The purpose of the grant was to expand academic support services to the extremely academically disadvantaged student.

The English and Math Departments had, by this time, further refined their courses into two levels. Analysis of local testing data indicated that about half the students falling below the 10.0 "cut-off" scored

below 8.0. This point was adopted as the criterion for distinguishing between the two levels, 109 and 110, of courses in math, English, and reading. Those students at the most basic level, the 109, were the target group for grant services. One-hour local-credit labs existed to accompany these courses. However, no provision existed in the lab structure to differentiate between students at the two levels. The thrust of the grant, therefore, was to expand supervised lab experience primarily for the severely disadvantaged student.

The Special Services Labs were non-credit, voluntary, three-hour per week sessions supervised by a qualified faculty member.

In 1980, ACC reapplied for a Special Services Grant and was among only 64% of institutional applicants in Texas to be funded. The new grant, which runs from September 1, 1980, to August 31, 1982, provides for expanded counseling and tutoring components and for an intensive testing/diagnosis component to serve students with suspected learning disabilities.

The academic lab component continues to serve students who are severely disadvantaged, but in addition, it has expanded to support students in other ACC curricula. Thus, the labs have been established as a source of continuing academic support so long as the student remains enrolled in the college.

One of the most important mandates of the grant is the responsibility of "advocacy" for the disadvantaged student. To this end, the administration at ACC, in accepting the grant, agreed that the Special Services Project Director be included in decisions on policies and procedures affecting these students.

Benefits accruing to ACC through this program include the opportunity to test the efficacy of various services in improving the retention rate of disadvantaged students and improving students' abilities to compete successfully in various curricula. Program results offer ACC the opportunity for more efficient long-term planning, the institutionalization of selected services, and modification of existing resources for the academically disadvantaged student.

5. Past Organizational Patterns

In 1971, developmental education was formalized as a department with a staff of three instructors; an English, a math, and a reading teacher, assigned the full-time task of preparing students to enter regular college curricula.

The departmental structure was abandoned in 1978, by the Dean of Instruction, and responsibility for developmental course content was shifted to the department heads in math and English. The Learning Lab Coordinator continued to report directly to the Associate Dean of

Instruction. Counseling remained a responsibility of the office of the Dean of Student and Community Services.

C. STATEMENT OF NEED

In 1978, when statistics and data were being compiled to support the request for a Special Services grant, it was discovered that in five years of testing students for placement in college programs, over half of the students who took the local battery of tests did not score above the 10th grade level. It was further discovered that over half of the "below 10th grade" group were actually below the 8th grade level.

The most recent test list covers the past 2½ years. From this list, the following information has been obtained:

> "---of the 817 students tested in Math, a total of 63.4% needed developmental classes (34% - 110; 29.4% - 109).
>
> ---of the 747 students tested in Reading, a total of 48.7% needed developmental classes (24.6% - 110; 24.17% - 109).
>
> ---of the 774 students tested in English, a total of 51% needed developmental classes (30.9% - 110; 20.2% - 109).

Since a great part of our student population is not only academically unprepared for college but is also not interested in obtaining a college degree, we became involved in identifying what our students can do, what they want to do, and what they can reasonably expect from their college experiences. The prospect for many of these students--had they no choice but traditional, college-level classes--would have been a counter-productive series of failures and disappointments. Further, for many of those students, liberal arts programs for potential university students would have been irrelevant to their interests and personal goals.

The answer seemed to be a full program of courses and activities which brought these students into the college experience and offered them the opportunity to learn that they can learn, helped them learn those things that are relevant to their goals, provided a more well-rounded curriculum than just academic basics (reading, writing and arithmetic), exposed them to employment and career possibilities, and enabled them to gain success in their endeavors by providing supplementary labs and individual tutoring.

It was determined that a curriculum designed to fill these needs was desirable and justified, and the Developmental Curriculum Committee was assigned to study methods of implementing such a curriculum.

II. PROGRAM GOALS/OUTCOMES

A. Target Groups
B. Goals/Outcomes
   1. Human Development
   2. Basic Skills Development
   3. Preparation for College

A. TARGET GROUPS

--Students applying to ACC whose scores on standardized and/or local placement tests in reading, math, and English indicate a need for skill improvement before attempting other college curricula.

--Students applying to ACC who have been out of school for an extended period of time and who feel the need to be re-oriented to the classroom.

A rough analysis of 1980-1981 enrollment figures in developmental courses reveals the following:

	Fall'80	Spring'81
Total number (On-campus students taking 1-4 developmental classes)	249	161
TDC Developmental Class enrollment**	189	216

Fifty-five students (22%) of the 249 enrolled in campus developmental courses in the fall also enrolled in one or more developmental course(s) in the spring.

Until such time as characteristics of developmental studies students are further refined, it has been necessary to choose an arbitrary working definition to identify student participants. A "developmental studies" student, therefore, is one enrolled in at least three developmental courses.

**ACC provides courses for the inmate populations of Texas Department of Corrections in five locations.

	Fall	Spring
Students taking 4 developmental courses:	3 (1%)	3 (2%)
Students taking 3 developmental courses:	18 (7%)	8 (5%)
Students taking 2 developmental courses:	62 (25%)	26 (16%)

Demographic data on Special Services students for 1980-1981 reveal the following:

1. Women are slightly in the majority, making up 59% of the total enrollment.

2. Ethnic backgrounds are fairly proportional to those of the overall student body:

White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Other
68%	13%	18%	1%

3. Approximately one-fourth (22%) of the students are low-income (150% of the federally determined poverty level); however, even more than these are receiving financial aid in order to attend college.

Although no similar demographic data has been collected for non-Special Services students in developmental courses, there is no reason to believe that such data would reveal significant differences.

B. GOALS/OUTCOMES

1. The advancement of the student's total human development is acknowledged to be the primary goal of the developmental program. Because research in learning psychology has well demonstrated the effect of self-concept, self-esteem, and self-knowledge on learning, we believe that students' needs in the affective area must be addressed.

   Expected Outcomes:

   a. The student will identify his strengths and weaknesses.

   b. The student will value his participation in the developmental program as a positive effort.

   c. The student will increase his expectations of success in school.

d. The student will persist in the attempt to achieve established academic and career goals.

e. The student will employ various behavioral strategies appropriately as needed; i.e., assertiveness skills, behavioral modification skills, etc.

2. Achievement of competency in reading, English, and mathematics is deemed basic to the developmental education program. For many students improving these skills is the primary educational goal. For example, deficiencies in basic skills may hinder a worker from promotion or cause a mother to feel inadequate and embarrassed before her children and the community.

   Expected Outcomes:

   a. The student will succeed in selected developmental courses by demonstrating the competencies required in each course.

   b. The student will score higher on standardized tests of these skills.

   c. The student will experience reduced anxiety in the employment of these skills.

3. The most pervasive goal of the developmental program is to prepare the student for a higher level of educational attainment at the post-secondary level.

   Expected Outcomes:

   a. The student will be able to enter college courses at an achievement level in reading, English and math comparable to that of other students in the courses.

   b. The student will demonstrate accepted study skills for the pursuit of post-secondary education.

III. PROGRAM OPERATION

A. Organization
   1. Administration
   2. Staff
      a. Selection/Responsibilities
         (1) Instruction
         (2) Learning Lab
         (3) Counseling
      b. Training

B. Diagnosis
   1. Referral
      a. Admission
      b. Orientation
   2. Placement
      a. Instruments/Procedures
      b. Validation
   3. Advising
      a. Counseling
      b. Special Advising by Faculty
      c. Registration
   4. Community Recruiting

C. Prescription
   1. Course Offerings - Basic Skills
      a. Scheduling
      b. Grading Policy
      c. Transferability Credit
      d. Exit Levels
   2. Human Development
      a. Psychology 110
      b. Counseling Support

A. ORGANIZATION

1. Administration

The developmental education program is administered through the Office of the Dean of Instruction, Student and Community Services. The Office of the Associate Dean of University Parallel is responsible for every phase of the operation of the developmental courses---content, staffing, and scheduling. The department chairpersons in math, English, and psychology are responsible for all policies and procedures in this area of programming.

Support services are supervised through the Office of the Associate Dean of Student and Instructional Services. The Director of Student

Services/Registrar (Counseling), the Coordinator of the Learning Laboratory, the Project Director of Special Services and the Assistant Director of Student Financial Aid and Placement all report to this office. The Director of Student Services/Registrar is responsible for admissions and counseling.

The Coordinator of the Learning Lab administers the local placement testing program, schedules use of lab facilities and equipment, and oversees a student-tutor program. The Project Director for Special Services supervises the staff and operation of non-credit special services labs, maintains counseling services for grant participants, and supervises the enrollment of developmental students during registration.

ORGANIZATIONAL STAFF CHART
DEVELOPMENTAL PROGRAM

2. Staff

a. Selection/Responsibilities

(1) Instruction - The faculty in the developmental studies program, in most cases, are qualified not only to work with developmental studies, but to teach the more traditional courses. The developmental faculty for the most part have masters degrees in the discipline areas of their assigned courses. Instructors are assigned each semester by the department chairpersons in math, English and psychology. At one time, assignments to developmental courses were rotated among all the members of a department so that instructors would be more aware of the needs of developmental students and students could have exposure to "regular" faculty. However, a recognition that developmental instructors need special skills has led to a trend of assigning only certain instructors to developmental courses.

(2) Learning Lab -

(a) Coordinator - The Coordinator of the Learning Lab is an Administrative/Professional position within the structure of the College. The major duties of the Coordinator are:

* The administration of the Learning Lab in cooperation with the other departments on campus, and the establishment of a schedule to provide full time lab coverage by existing personnel.

* The design and implementation of support programs for all departments that request assistance from the Lab.

* The development and administration of the Learning Lab budget.

* The orientation, scheduling and supervision of students in the peer tutoring program.

* The development of tutoring programs and procedures in cooperation with appropriate departments.

* The establishment of a storage and checkout system for support materials for supplemental study for all institutional areas.

* The publication of records, statistics and other data relevant to the Lab utilization (follow-up studies, etc.).

(b) Part Time Assistance - The Learning Lab "paraprofessional" is responsible in the absence of the Coordinator for the operational activities of the Lab. In addition, this person provides direct and immediate monitoring of the tutors in their tutoring activities, and works with the Coordinator in preparing schedules and reports. The person filling this position since its creation has functioned as a master tutor in advanced math and advanced sciences.

(c) Tutors - The tutors in the Lab are of two types (sometimes individuals perform tasks from both categories). The first type is clerical tutors, whose primary function is the creation (with the instructors) of files and related data for developmental class students and the typing, copying, and filing of tests and assignments. These tutors also work directly with the instructors in classes and labs to provide immediate grading and assistance with teaching aids. The second type of tutor is the one-on-one teacher, who assists the student in understanding the material or concepts that he is having trouble with in his classes. These tutors generally are occupied with tutoring advanced level students on a walk-in basis and with developmental students in the developmental labs.

(3) Counseling - All the resources of the Counseling Center staff are available to developmental students as follows:

Director of Student Services/Registrar

Professional Staff

Counselor (Advisor to International students)
Counselor (Special Counselor to Handicapped students)
Counselor (Special Counselor for Women)
C.E.T.A. Counselor

Support Staff

Secretary to the Counselors
Secretary to the Director
C.E.T.A. Secretary

In addition, through the Special Services grant, a counselor is available to Special Services students 20 hours per week (half-time) for academic advising, career guidance, and personal counseling. A qualified learning diagnostician (5 hours per week) is also available to accept individual students by referral for testing and instructional "prescription." All the professional staff members have at least a Master's degree.

b. Training - All faculty members and counselors at ACC, including those assigned to the developmental program, participate in the professional development program (PDP) of the College. In addition, relevant workshops, conferences, and seminars are attended as resources permit. The College provides funds each year for full-time faculty members to attend professional meetings. Occasionally, consultants are utilized by developmental studies staff members, and the training process is continued as the staff strives to improve its methods and obtain the goals of the curriculum. Extensive specialized training has been offered to those persons involved with program development over the past three years through the National ACCTion Consortium. Nine instructors participated in several training conferences, including a materials workshop; exemplary site visits were made to four other schools in Texas and members of the instructional specialist team have participated in several orientation and conference meetings.

B. DIAGNOSIS

1. Referral

a. Admission Procedures - Current procedures for handling admission applications, health and immunization statements, and test scores are as follows:

(1) When a person takes a national ACT or SAT, the student profile and scores are sent to three institutions of the student's choice. If Alvin Community College is one of the choices, we receive two paper copies and a magnetic tape of the test information. (Results of our local ACT exam are only sent to this College.)

(2) Admissions and Records keeps one copy, and Counseling, the other one.

(3) The copies are checked against our record of students and applications of potential students.

(4) Recruitment letters and sometimes brochures are sent to prospects who have never applied for admission, regardless of their scores.

(5) Prospective students request admission packets in person, by mail, and by telephone. They are freely given during recruitment contacts.

(6) If an applicant marks handicapped on the health and immunization statement, a copy of that form and the application are given to the appropriate counselor for follow-up action.

(7) An acceptance letter is given to everyone accepted. Walk-ins are handed the letter. When all needed documents are on file, a full-acceptance letter is given.

(8) If transfer transcripts indicate previous enrollment in English and math, test scores are not required.

(9) Entrants who check "selected courses only" on the admissions form are fully accepted with no other documents. They are verbally encouraged to provide or take a test if they plan to take an English or math class, and they are referred to Counseling.

(10) When the time is appropriate, applicants are supplied with a catalog, degree plans, transfer evaluation requests, transcript order forms, and schedules.

(11) All applicants are offered the opportunity for free placement testing prior to enrollment by a referral to the Learning Lab.

b. Orientation - An orientation program for new students is offered before the fall and spring semesters. Information is provided for on-campus programs, services, activities, and personnel. Included in the orientation is a recognition of any special needs. Those who will benefit from developmental courses are advised of the purpose of these courses and then referred to Special Services for further assistance. A student's academic background, including the high school transcript, and scores on the ACT, CAT or SAT tests are taken into account in making this determination. If the student has not taken any one of these tests, he is directed to do so to provide an assessment of his math and English skills. A complete battery of assessment tests is given in the Learning Lab during the orientation program: academic achievement tests, the Canfield Learning Styles inventory, and a self-assessment inventory. The results are provided in time for the current registration period.

Orientation classes are offered on a TBA (to be arranged) basis. These are one-credit classes, one hour a week for nine weeks. Topics covered include study skills, stress reduction, career exploration, self- awareness, etc.

2. Placement

a. Instruments/Procedures

Students who enter ACC without some indicators (test scores) of their ability to perform college level work are given local placement tests in the Learning Lab. The tests currently given as the "local placement test battery" are the Nelson-Denny for

reading, the College Board for math, and a departmentally scored writing sample for English, as well as the Learning Styles Inventory and a self-assessment inventory. This information is included in a special advising folder for selecting curriculum and career goals.

b. Validation

A proposal for a validation study for the cut-off scores on placement tests has been developed and was submitted to the Associate Dean of Student and Instructional Services in the fall of 1980. As an indepth project, it would seem to be important to be able to have a statistically verifiable rationale for the particular scores which are used to suggest to students that additional work is needed in a subject area before regular transfer credit is attempted. The study will necessitate the cooperation of the departments within which the disciplines of the developmental curriculum are contained. The proposed validation study has begun; continuation of the study will be contingent upon the various academic departments developing an independent criterion measure with which the standardized tests will be compared. As these measures are developed or identified, data will be collected and analyzed.

3. Advising

a. Counseling - The Counseling Center provides a comfortable, relaxed atmosphere in which personal concerns can be discussed in a confidential and professional manner. Counseling is a joint effort between the counselor and the student in which problems are discussed, options and alternatives explored, solutions and understandings sought. The particular needs of the individual determine the exact nature of the services provided. Skills for personal growth such as decision-making, career and life planning, assertiveness, leadership, time management, academic adjustment, and interpersonal communication can be developed.

During the course of counseling, it is recognized that some students' placement scores and academic background indicate the need for developmental courses or tutoring. When this is the case, the purpose of these services is explained, and the student is directed to Special Services for further assistance. In addition to receiving general counseling and advising, students who have a physical or mental handicap can obtain needed special equipment and services in order to fulfill their educational objectives.

Early registration can be arranged for those handicapped students

who would have physical difficulty going through the regular registration process or who need a specific schedule of classes and classroom accessibility. Special equipment, such as tape recorders for the visually impaired, may be borrowed from the College in order to help meet course requirements. Tutors, readers, and special books can be arranged for these students. Referrals are made to the Special Services Program for academic assistance when appropriate. Physical facilities on campus have been made accessible to handicapped students. Buildings have been equipped with ramps, curb cuts, accessible restroom facilities, low water fountains, courtesy phones and braille-marked elevators. Handicapped students can obtain elevator keys and reserved parking spaces.

Alvin Community College maintains a working relationship with the Texas Rehabilitation Commission and the Commission for the Blind. These associations offer assistance for tuition and some other supportive services to students with physical and mental disabilities, provided that these services may reasonably be expected to benefit the individual in terms of employability. It is recommended that application for these services be made at the nearest office of the Texas Rehabilitation Commission or the Commission for the Blind at least six weeks prior to registration if possible.

International students (citizens of a country other than the United States who have a visa for educational purposes) must complete and file certain forms and documents with the International Student Advisor thirty days prior to the beginning of a registration period.

C.E.T.A. (Comprehensive Employment Training Act) is a federally funded program designed to provide job training for people who are unemployed, underemployed, economically disadvantaged, or physically handicapped. The certificate of completion in technical education is awarded to those CETA students who fulfill the requirements of any of the one- or two-semester occupational/technical programs offered at ACC. The programs are designed to prepare for immediate occupational employment.

Specific information and guidance pertinent to women's careers and educational goals are available in the Counseling Center. Each spring a "Woman's Opportunity" program is offered to deal with the academic and career needs of women.

b. Special Advising by Faculty

The Special Advising Program at Alvin Community College is an outgrowth of objectives established by the campus committee of instructional specialists established to improve instruction and to increase retention. (This committee was a part of ACC's ACCTion plan.)

Special Advisors are volunteer faculty members for whom training is available. These advisors are assigned a small group of advisees who remain under the close tutelage of the advisor for the duration of their enrollment at the college. The program is now in its final phase:

Phase I (1978-1979) - Design
Phase II (1979-1980) - Initial Implementation
Phase III (1980-1981) - Recommendation for Institutionalization

Trained special advisors are available to interested students to enhance and supplement the regular institutional Counseling Office. These advisors work with developmental, as well as university parallel and vocational students. An added advantage of Special Advising is that many faculty have become more cognizant of the needs of developmental and disadvantaged students.

c. Registration - Special attention is given to the developmental student during the official registration period, especially during enrollment for the first semester. Actual registration for classes at ACC is held immediately prior to the first day of class. Students receive a "Permit to Register" which indicates the time they are to appear to register. Through the Associate Dean of Student and Instructional Services, students who have already developed their course plans with the help of a faculty Special Advisor, are given "Preferred Permits" allowing them first choice of classes.

Students who arrive with low placement scores or no placement scores are directed to a developmental advising area. Specially trained faculty volunteers from all curricula areas as well as from the developmental course areas are available to assist the student in creating an appropriate course plan. The student who has no placement test scores is encouraged to participate in local testing---immediately available in the Learning Lab---before proceeding with course selection and registration. This process offers several advantages to both students and staff:

(1)"Drops and adds" caused by inappropriate placement are reduced.

(2)There is a heightened awareness on the part of faculty who are exposed directly to the needs of academically disadvantaged students as well as an increased appreciation for the developmental program as a resource for these students.

(3)Students have an increased awareness of available classes and support services.

No student enrolling in a developmental course may complete the registration process without an authorized signature from the Developmental Advising group.

NOTE: Once classes have begun, an instructor may request that a student "move up" or "drop down" without charge or penalty if the instructor feels the student is inappropriately enrolled. (See Appendix E)

4. Community Recruiting - Many ACC recruiting efforts have been piecemeal contacts by specialized areas to only those populations that share similar interests.

The Developmental Curriculum Committee agreed that our program can serve as the basis---the initial college encounter---for any student who is unsure, undecided, or unprepared. Therefore, recruiting for the developmental curriculum should be concerned not only with high school counselors and graduating seniors, but also with employees and their families of area businesses. To that end, developmental program recruiting will be coordinated with overall college recruiting efforts in the business sector, and possible contact people will be identified. By incorporating the developmental curriculum into a total recruiting program, we hope to establish credibility, enhance its standing as an integral part of the college experience, and successfully explore a potential student populous heretofore tapped only by special employment-interest groups.

C. PRESCRIPTION

1. Course Offerings - Basic Skills

ACC has developed and identified nine courses (excluding one-hour supplementary lab courses) as the basis of a possible developmental curriculum:

2 reading courses
2 English courses

2 math courses
1 human development (psychology) course
1 speech course
1 orientation course

All these courses are on the ACC list of Approved Coordinating Board courses. (See Appendices for detailed description of each course.)

a. Scheduling - The development of the schedule for developmental studies begins with a meeting of the chairpersons of the appropriate departments with the Coordinator of Learning Lab to determine and eliminate any potential conflicts of times, classrooms, instructors, etc. The schedule is arranged so that a student desiring to enroll in a full complement of developmental courses may do so. Every attempt is made to coordinate teaching assignments, also, so that the course instructor also teaches the supplementary 101 lab or Special Services lab.

b. Grading Policy - The most distinctive feature of the ACC grading policy affecting students enrolled in the developmental courses is the "R" (re-enroll) grade. Because we recognize that students learn at different rates, the "R" grade is a device to allow additional time without penalty for the student who requires more than one semester to meet course objectives. When course objectives are met the second semester of enrollment, the final grade in the course is recorded and credit awarded.

c. Transferability Credit - As a general policy, ACC offers only those courses approved by the State TEA and Coordinating Board. In keeping with this policy, all the developmental courses designated 109 (3 hours), 110 (3 hours), and 101 (one hour) earn "local-credit" hours. The student, in most cases, may apply these hours as electives towards an AA or AS degree from Alvin Community College. In the sense that other colleges and universities accept the degree from Alvin "en bloc," the developmental credits are transferable. However, the credits are not considered as transferable credits to meet curricula requirements. Although students are ultimately responsible for meeting transfer requirements, the staff is cautioned to inform each developmental student that the credits may not transfer to other institutions.

d. Exit Levels - Achievement of exit-level proficiency in ACC developmental courses is measured by each student's performance on weekly assignments and tests and on the final exam. There are no extra course or "external" processes for assessing such proficiency. Performance on the final exam may be the largest single determining factor. In English 109, for example, the final exam grade is 50% of the course grade because the exam is a compre-

hensive testing of the three skills categories that constitute course content.

2. Human Development

a. Psychology 110, "Human Development," is a course specially designed for the developmental program. The course is based on sound psychological theories, and the nature of the classroom experience is participative. It is important that the students take an active part in class session. Emphasis is on the development of behavioral skills that allow best use of innate ability. Social, as well as academic skills, are emphasized. An important aspect is the development of self-confidence and an increase in the expectancy level for each student. Specific skills include relaxation, study and test taking, decision making, communication (emphasizing listening), assertiveness, and career planning. The course is designed to aid each student to improve the quality of life, not just to do well in college classes.

The course was first offered fall 1980. Hopefully, this course will expand, and each student entering developmental skills courses will concurrently enroll in Psychology 110, which is expected to be the primary method for achieving human development in the developmental program.

b. Counseling Support - In addition to the full ranges of services available to all ACC students through the Counseling Center and counseling for Special Services students, Special Services schedules four workshops each in "College Survival" and "Study Skills" per semester.

IV. EVALUATION

A. Evaluation Model
B. Student Evaluation of Instruction
C. Faculty Evaluation of Program

Evaluation is necessary for progress. It should not be viewed as a punitive but as a creative process which will lead to a better program for students. It is the key to long-term planning and should be an ongoing process which enables instructors to build a proper performance level for students who are striving to function competitively on the college level as they exit 109 and 110 courses.

This year's goal has been to experiment with a comprehensive system or method for evaluating student progress in all disciplines which can be used to ascertain total growth on the part of the student. Another goal has been to devise an overall method for evaluation of the program in all its elements---counseling, instruction, etc. Those evaluation components most valuable for relevant planning will be retained. Once such an evaluation system is adopted, we will be able to offer students valid information

about their own progress and a realistic picture of what to expect as they enter academic competition with other ACC students.

A. EVALUATION MODEL - The following is a proposal for evaluating the developmental programs at Alvin Community College. This proposal incorporates a brief summary of the philosophy and facts which have led to the introduction and acceptance of developmental programs in higher education, the general attributes of developmental students, the nature of developmental studies in Alvin Community College, the responsibility of the Developmental Program Committee, the evaluation design that the Committee proposes to employ, and the Committee's recommendations for follow-up evaluations. The educational concepts of Jerome Bruner, Benjamin Blume, and others, along with social and economic evaluation, have promoted the acceptance and practice of egaliterian values in high education. Colleges have removed or lowered the admissions barrier, and a large number of low-achieving students have been admitted into higher education.

The main characteristic of the developmental student is his/her low academic achievement. Other attributes may include one or more of the following: low need for achievement, low motivation, low economic level, unrealistic career aspirations, poor study skills, and poor social skills. The developmental program strives to link the attributes that the student possesses with the attributes that are required to succeed in college. The Developmental Program will be evaluated in relation to the expected outcomes which were established by the Developmental Program Committee as follows:

1. Measure developmental students' academic skill achievement in English, mathematics, and reading by using a pre- and a post-test.

2. Increase developmental students' retention in school (measured by the number re-enrolling the following semester).

3. Measure developmental students' achievement by computing grade point average of developmental and regular college courses.

The evaluation design will consist of a comparison of two randomly selected groups of low-achieving students. One group will consist of randomly selected students who are taking developmental courses, and the other will consist of a randomly selected group of low-achieving students who are not in any developmental studies. The comparisons will consist of the following:

a. Retention - Number of semesters re-enrolled.

b. Grade Point Average - Overall college work completed.

c. Academic Skill Growth - Pre- and post-tests to determine if

developmental students have a significant gain in academic skills over low-achieving students that do not participate in developmental studies.

B. STUDENT EVALUATION OF INSTRUCTION - All ACC faculty, including developmental instructors, are required to have their students evaluate instruction annually. These student evaluations are confidential. The evaluation forms are standardized for the entire college, and the completed forms are forwarded directly to the Associate Deans.

C. FACULTY EVALUATION OF PROGRAM - Faculty involved directly in developmental instruction are, of course, included in planning decisions regarding developmental students. Evaluation data from other faculty who may have developmental students in concurrent or subsequent courses is collected annually by the Special Services program.

V. REPORT BY ACCTION CONSULTANT

The Developmental Studies Program at Alvin Community College has made giant strides in recent years. For the past three years ACC has been the recipient of technical assistance from the ACCTion Consortium. This assistance was designed, in part, to aid the college in enhancing its developmental studies efforts. This brief report contains the ACCTion Consultant's observations on these efforts.

Six years ago in 1975, ACC was working diligently to meet the needs of disadvantaged students through a program of developmental studies. This observer had the good fortune to work in that program that year, thus providing him a perspective or base line with which to compare recent advances. This unusual opportunity for the "long view" should add credence to this report.

Early Efforts. As noted in Part I, ACC has been committed to developmental education since 1972, as part of its new mission as a comprehensive community college. Early efforts to remedy students' academic deficiencies were modest but sincere. Lack of adequate facilities was the most glaring weakness; competent staff along with a growing arsenal of instructional materials constituted the program's greatest assets. With the relocation in Building "A" and the subsequent funding of the Special Services Program headed by Ms. Jo Ann Parochetti, developmental education at ACC acquired a new dimension of sophistication and a quantum jump in numbers of students served and instructional outcomes in the area of basic skills acquisition by students.

ACCTion's Contribution. The ACCTion Consortium, a Title III funded program of technical assistance to associate degree granting colleges in the U.S., has made a significant contribution to ACC's developmental studies efforts through staff training and consultant assistant. ACCTion has funded travel and other support services for professional staff to acquire specialized expertise. Consultant assistance has aided in the enhancement of developmental education at ACC. ACCTion is proud to have played a part, albeit a small one, in such enhancement.

The ultimate expression of public recognition of the giant strides made in this area is summarized in a conversation overheard recently at a national meeting. In response to a query as to where one might travel to view an outstanding developmental studies program, an educator from North Carolina recommended that the questioner "visit Alvin Community College near Houston to see both a fine program and a competent staff housed in a beautiful facility." For a long-time observer and supporter of developmental education at ACC, that conversation was music. My thought was "ACC has come a long way since 1972." Indeed it has!

Dr. Barton R. Herrscher

APPENDICES

APPENDIX A: COURSE SYLLABI

DEVELOPMENTAL MATHEMATICS – The developmental mathematics program at ACC includes Math 109 (Arithmetic), Math 110 (Developmental Algebra), and Math 101 (laboratory). Math 109 is recommended for students who score less than 20 on the College Board Tests. Math 110 is recommended for those students who score less than 14 on the ACT or whose diagnostic test indicates a need for developmental algebra. Math 101 is a mathematics laboratory which is designed to supplement and enhance the course work of Math 109 and Math 110. After completion of Math 110, the student should be mathematically ready to enroll in Math 115 (Intermediate Algebra).

Mathematics 109 (Arithmetic)

I. Introduction

This course is designed to develop the basic skills of arithmetic on an individual basis. There are two types of students who shall benefit from the course. Those are the ones who need an original presentation of the material and also those who need a review. The student who successfully completes the course should be ready to do that material which is presented in Math 110.

II. Objectives

A. Module 1 – Whole Numbers

The student must be able to:

1. Determine place value.
2. Know which of two numbers is larger.
3. Perform additions with whole numbers.
4. Perform subtractions with whole numbers.
5. Perform multiplications with whole numbers.
6. Use the multiplication algorithm.
7. Perform divisions with whole numbers.
8. Use the division algorithm.

B. Module 2 – Fractions

The student must be able to:

1. Reduce fractions to simple form.
2. Find equivalent fractions.
3. Change an improper fraction to a mixed number.
4. Change mixed numbers to fractions.
5. Add fractions.
6. Subtract fractions.
7. Find the L.C.D. of two fractions.
8. Multiply two fractions.
9. Determine the prime factors of a whole number.
10. Divide one fraction by a second fraction.

C. Module 3 – Decimal Numbers

The student must be able to:

1. Convert a fraction to a decimal.
2. Know the names for place value to the right of the decimal point.
3. Compare the size of decimal numbers.
4. Add and subtract decimal numbers.

5. Multiply and divide with decimal numbers.
6. Use the algorithm for terminating divisions.

D. Module 4 – Percent, Ratio, Proportion

The student must be able to:

1. Convert percents to decimal numbers.
2. Convert fractions to decimals to percents.
3. Find a percent of a quantity.
4. Work selected word problems involving percents.
5. Determine the finance charge on charge accounts.
6. Use percents to compare.
7. Convert percents larger than 100% and less than 1%.
8. Use ratios to express comparisons.
9. Define proportion.
10. Define equivalent ratios.

E. Module 5 – Rounding, Estimation

The student must be able to:

1. Round decimal numbers to the given place.
2. Estimate products.
3. Estimate quotients.
4. Square a number.
5. Estimate square roots.
6. Find the square root by the algorithm.
7. Work with selected formulas.
8. Work selected exponent problems.
9. Put numbers in scientific notation.

III. Methods for Accomplishing Course Objectives

A. Lecture
B. Question and response sessions
C. Board work
D. Outside class assignments
E. Unit examinations
F. Programmed materials
G. Peer tutoring
H. Faculty tutoring

IV. Math 109 – Developmental Arithmetic – (3 credits)

Text: Arithmetic Module Series – Programmed Edition by McHale and Witzke

Course Content:

A. Whole Numbers
B. Fractions
C. Decimal Numbers
D. Percent, Ratio, Proportion
E. Rounding, Estimation

V. Methods of Evaluation

A. Unit tests
B. Module tests

C. Assignments
D. Final exam

Mathematics 110 (Developmental Algebra)

I. Introduction – This course is designed for the students who need to improve their skills in algebra before they begin their regular college program. It can be used to develop algebraic skills or to review those skills for students who feel a need for the review. The course is also recommended for those students who score below 14 on their ACT in mathematics. Tutoring and/or audio-tutorial tapes will be utilized by the instructor.

II. Objectives

A. Whole numbers and their representation

The student must be able to:

1. Define whole numbers
2. Perform the fundamental operations using whole numbers
3. Define prime numbers and determine if a number is prime
4. Define composite numbers
5. Indicate an understanding of the order of operations
6. Do numerical evaluation
7. Perform sums and differences that involve polynomials
8. Determine products and quotients of polynomials

B. The Integers

The student must be able to:

1. Locate points with integer coordinates on the number line
2. Find sums and differences of integers
3. Determine products and quotients of integers
4. Find sums and differences involving variable expressions
5. Determine products and quotients of variable expressions
6. Do numerical evaluation problems

C. First Degree Equations

The student must be able to:

1. Define an equation
2. Solve linear equations using the addition and subtraction properties
3. Solve linear equations using the multiplication and division properties
4. Solve literal equations for an indicated letter
5. Work selected word problems

D. Products and Factors

The student must be able to:

1. Find products by using the distributive law
2. Find the product of two binomials
3. Factor trinomials
4. Find the product of two polynomials
5. Solve equations that contain parentheses

E. Fractions

The student must be able to:

1. Reduce fractions to lowest terms
2. Find the quotient of two polynomials
3. Find the L.C.D. of two fractions
4. Change a fraction to an equivalent fraction
5. Find the sum of two fractions
6. Find the product of two fractions
7. Find the quotient of two fractions
8. Simplify a complex fraction
9. Solve a fractional equation
10. Solve for the missing term of a proportion

F. First Degree Equations in Two Variables

The student must be able to:

1. Sketch the graph of an equation
2. Solve a system of equations
3. Set up and solve word problems

G. Quadratic Equations

The student must be able to:

1. Solve a quadratic equation by factoring and/or the quadratic formula.
2. Set up and solve word problems

H. Radical Expressions

The student must be able to:

1. Simplify radical expressions
2. Multiply and/or divide radical expressions
3. Graph quadratic equations
4. State and apply the Pythagorean formula
5. Define real numbers

III. Methods for Accomplishing Course Objectives

A. Lecture
B. Discussion
C. Board work
D. Assignments
E. Unit examinations
F. Peer tutoring
G. Media when applicable
H. Faculty tutoring
I. Study by the student

IV. Math 110 Developmental Math – Algebra (3 credits)

Text: Elementary Algebra for College Students by Drooyan and Wooton

Course Content:
A. Whole Numbers
B. The Integers
C. First Degree Equations
D. Products and Factors
E. Fractions
F. First Degree Equations in Two Variables
G. Quadratic Equations
H. Radical Expressions

V. Methods of Evaluation -

There will be four major tests during the semester at approximately four week intervals. The class assignments will count as one major test grade. These five grades will be averaged and count as eighty per cent of the final grade. The final exam will count as twenty per cent of the final grade.

A = 90 – 100 points
B = 80 – 89 points
C = 70 – 79 points
D = 60 – 69 points

If your final average is less than 60 points and you have not officially withdrawn, then you will receive a grade of "F".

ENGLISH 109 (Developmental Writing I)

English 109 teaches many of the skills of correct writing, which is an activity somewhat like building a well-made house. Both the writer and the builder start with sound basic materials and follow careful planning in putting together the finished paragraph or house. The writer's basic materials are WORDS, which are joined into SENTENCES, which are arranged to form a PARAGRAPH.

For study purposes, the writing skills to be learned in English 109 are divided into three groups, which are listed here along with learning activities for each group:

I. Word Skills

A. Spelling Correctly -

1. Spell correctly at least 7 of every 10 words chosen from a specified spelling list.

B. Using Precise Wording -

1. Use correctly at least 7 of every 10 words chosen from a specified list of frequently misused words.

II. Sentence Skills -

A. Recognizing and Correcting Incomplete Sentences (fragments) -

1. Correct at least 5 of 7 fragments contained in a group of sentences.

B. Recognizing and Correcting Run-On-Errors -

1. Correct at least 5 of 7 run-on errors contained in a group of sentences.

C. Recognizing and Correcting Subject-Verb Errors -

1. Correct at least 5 of 7 subject-verb errors contained in a group of sentences.

D. Writing Correct Simple Sentences -

1. Write at least 5 correct simple sentences in 6 attempts.

E. Writing Correct Compound Sentences -

1. Write at least 4 correct compound sentences in 6 attempts.

F. Writing Correct Complex Sentences -

1. Write at least 4 correct complex sentences in 6 attempts.

III. Paragraph Skills -

A. Recognizing and Naming the Parts of a Paragraph -

1. In a paragraph selected by the instructor, identify at least 5 of the following 7 items: the topic sentence, 3 supporting details or examples, and 3 transitions.

B. Writing a Well-Made Paragraph -

1. Using a topic selected by the instructor, write a paragraph containing at least 5 sentences. To be successful, the paragraph must show correct use of word, sentence, and paragraph skills.

Final success in English 109 means earning a semester grade of A, B, or C. In most cases, the semester grade will be the average of two large grades: (1) the grade average of weekly assignments and (2) the final exam grade. EACH LARGE GRADE COUNTS AS HALF OF THE SEMESTER GRADE. In some cases, however, the semester grade will be decided by this rule: A STUDENT CANNOT PASS THE COURSE IF EITHER LARGE GRADE IS BELOW 65, NO MATTER HOW HIGH THE OTHER GRADE IS.

THE FINAL EXAM IS VERY IMPORTANT. It is the largest single assignment of the semester. IT WILL CONTAIN ALL 10 OF THE SKILLS ACTIVITIES LISTED ABOVE. The best way to prepare for the final exam is to attend every class and do your best on each and every weekly assignment. Most of these assignments use the listed skills activities to prepare you for the final exam.

If by now you are beginning to wonder whether this course is worth so much time and effort, ask yourself one question: Do I have thoughts or feelings I want to share with someone else, but I don't know how? If you are honest, you will probably answer "yes." Believe it or not, learning the writing skills that English 109 has to offer is one way of learning how to share yourself with other people. Now answer another question honestly: How many things in life are more important than that?

ENGLISH 110 (Developmental Writing II)

I. Parts of Sentences

A. Nouns

1. Common nouns
2. Proper nouns
3. Pronouns

B. Verbs

1. Action verbs
2. Linking verbs
3. Helping verbs

C. Adjectives

D. Adverbs

E. Prepositions

F. Conjunctions

II. Sentence structures

A. Subjects and verbs

B. Complements

1. Direct objects
2. Indirect objects
3. Predicate nouns
4. Predicate adjectives

III. Clauses

A. Independent clauses

B. Dependent clauses

C. Common sentence patterns

IV. Punctuation marks

A. Periods

B. Commas

1. In clauses
2. In series

C. Semicolons

D. Apostrophes

1. In possessive forms
2. In contractions

V. Paragraph structures

A. Topic sentences

B. Supporting sentences

IV. Plans for multiparagraph papers

ENGLISH 110 (Developmental Writing II)

I. Purpose of English 110:

This course investigates and reviews the basic elements of correct writing: grammar, punctuation, sentence structure, and paragraphing. After successfully completing English 110, you will have the fundamental preparation necessary for English 111 (Communication Skills) or English 121 (Composition and Rhetoric).

II. Text

Troubleshooting: Basic Writing Skills (1978) by Herman and Young.

III. Course Outline

A. Week one: Introduction and diagnostic testing

B. Weeks two through seven: Sentence elements (parts of speech and clauses)

C. Week eight: Punctuation

D. Weeks nine through fifteen: Development of sentence structures and paragraphs.

IV. Evaluation:

A. Grading System:
90 -100 = A
80 - 89 = B
70 -79 = C
below 70 = F

B. Types and values of tests:

1. Tests over sentence elements and punctuation: 40%
2. Tests over sentence and paragraph structure: 40%
3. Final Exam (includes paragraph writing): 20%

V. Scholastic honesty:

Unless specifically told by your instructor to work with other students or to seek the help of an authorized Learning Lab tutor, you are to prepare your assignments by yourself. When taking tests, use only the test materials approved by your instructor. If discovered cheating, you are subject to dismissal from the course. Ask your instructor any questions you have about how to do assignments and tests.

VI. Attendance:

Because of the obvious relationship between attendance and academic success, you are expected to attend every class meeting. In case of an unavoidable absence, you should make prior arrangements, if possible, for make-up work. YOU ARE SUBJECT TO DISMISSAL FROM THE COURSE AFTER SIX HOURS ABSENCE.

READING 109

I. Objectives for Reading 109

Reading 109 is designed to improve basic reading skills. It includes the teaching of phonetic and structural analysis skills that enable students to decode unfamiliar words and, thus, to become independent readers. Comprehension and speed techniques vocabulary improvement, and study skills are also stressed.

II. Students are given course assignments in a variety of materials designed to meet the course objectives. After being pre-tested to determine their reading strengths and weaknesses, students are placed in reading materials at their own levels. Besides this individualized work, students participate in some small group activities such as oral book reports and discussions about reading techniques and vocabulary lists.

A. Assignments to be done during class:

1. Listen and Read
2. Mini course on Vocabulary Building Techniques
3. SRA (Reading for understanding)
4. Controlled reading lessons
5. Library Reference Sheets
6. Vocabulary Tests

B. Assignments to be done outside class:

1. Rate and Thought Charts/book reports
2. Magazine reports

III. Grading System for Reading 109

Final grades are based on work completed, progress achieved, and attendance. Final grades are computed by averaging these three things:

1/3 grade = work done in class
1/3 grade = work done outside class
1/3 grade = average on vocabulary tests

For a final grade of A

A. Assignments to be done during class:

1. Complete a minimum of 10 LISTEN AND READ lessons of your choice with 80-100% accuracy.
2. Complete MINI COURSE on Vocabulary Building Techniques and have an average score of 90 or above on the lesson test.
3. From SRA materials (beginning at your level), complete a minimum of 20 lessons with 80-100% accuracy.
4. From CONTROLLED READING lessons (beginning at your level), complete a minimum of 10 lessons with 80-100% comprehension. A reading rate increase should be evident from lesson to lesson in order for these to be considered acceptable.
5. Turn in an acceptable LIBRARY REFERENCE SHEET after hearing a lecture about library materials.
6. Make an average score of 90 or above on VOCABULARY TESTS.

B. Assignments to be done outside class:

1. Read one fictional book (minimum 200 pages) and keep rate and thought charts on it. After reading the book, set up a time with the instructor to discuss the book.
2. Read one non-fictional book (minimum 200 pages) and keep rate and thought charts on it. After reading the book, set up a time with the instructor to discuss the book.
3. Read and do a written report on one magazine article from a journal in your field (for example, from a nursing journal or a business magazine).
4. Read and do a written report on one fictional magazine article (for example, GOOD HOUSEKEEPING, EBONY).

For a final grade of B

A. Assignments to be done during class:

1. Complete a minimum of 9 LISTEN AND READ lessons of your choice with 80-100% accuracy.
2. Complete all but one or two frames in the MINI COURSE with an average score of 80 or above on the lesson test.
3. From SRA materials (beginning at your level), complete in writing a minimum of 15 lessons with 80-100% accuracy.
4. From CONTROLLED READING lessons (beginning at your level), complete a minimum of 9 lessons with 80-100% comprehension. A reading rate increase should be evident from lesson to lesson in order for these to be considered acceptable.
5. Make an average score of 80 or above on VOCABULARY TESTS.

B. Assignments to be done outside class:

1. Read one book and keep rate and thought charts; have acceptable discussion about book with instructor.
2. Read and report on one magazine article.

For a final grade of C

A. Assignments to be done during class:

1. Complete a minimum of 7 LISTEN AND READ lessons of your choice with 80-100% accuracy.
2. Complete all but three or four frames in the MINI COURSE with an average score of 70 or above on the lesson test.
3. From SRA materials (beginning at your level), complete in writing a minimum of 12 lessons with 80-100% accuracy.
4. From CONTROLLED READING lessons (beginning at your level), complete a minimum of 7 lessons with 80-100% comprehension. A reading rate increase should be evident from lesson to lesson in order for these to be considered acceptable.
5. Make an average score of 70 or above on VOCABULARY TESTS.

B. Assignments to be done outside class:

1. Read one book and keep rate and thought charts; have acceptable discussion about book with instructor.

For a final grade of D

A. Assignments to be done during class:

1. Complete a minimum of 5 LISTEN AND READ lessons of your choice with 80-100% accuracy.
2. Complete all but five or six frames in the MINI COURSE with an average score of 60 or above on the lesson test.
3. From SRA material (beginning at your level), complete in writing a minimum of 9 lessons with 80-100% accuracy.
4. From CONTROLLED READING lessons (beginning at your level), complete a minimum of 5 lessons with 80-100% comprehension. A reading rate increase should be evident from lesson to lesson in order for these to be considered acceptable.
5. Make an average score of 60 or above on VOCABULARLY TESTS.

B. Assignments to be done outside class:

1. Read one book and keep rate and thought charts; have acceptable discussion about book with instructor.

For a final grade of F

Fail to complete the requirements for grades A, B, C, or D.

NOTE: In order to receive a passing grade in Reading 109, you must attain certain competency levels in each of the materials used in class:

A. You must be reading at 8th grade level
B. You must be through Controlled Reader GH, HG, or HA
C. You must be through number 30 on SRA
D. You must be in Listen and Read on interest level (some in Aqua)

IV. Attendance

Because of the obvious relationship between attendance and academic success, students are expected to attend every class meeting. In case of an unavoidable absence, students should make prior arrangements, if possible, for make-up work. Students are subject to dismissal from the course after six hours absence.

V. Scholastic Honesty

Unless specifically directed by the instructor to work with other class members or to seek the assistance of an authorized Learning Lab tutor, students are expected to prepare their assignments by themselves. When taking tests, students are to use only the testing materials approved by their instructor. If discovered cheating, students are subject to dismissal from the course. Students should ask their instructors any questions that they have about procedures for assignments and tests.

READING 110

I. Objectives for Reading 110

Reading 110 is designed to improve reading comprehension and speed. It also focuses on improving study skills, and on vocabulary development. By improving the student's reading comprehension, speed, vocabulary, and study skills, Reading 110 better prepares the student to read and study the materials in other college courses.

II. Course Assignments

A. Assignments to be done during class:

1. Complete a minimum of 5 LISTEN AND READ lessons of your choice with 80-99% accuracy.

2. Complete one TIMED READING a week from the textbook SUCCESSFUL READING. Strive to read these lessons at a minimum of 200 words per minute with 80% comprehension. Also, a gradual progression in rate and comprehension level should be evident from week to week.

3. From a WORD CLUE BOOK beginning at your vocabulary level, complete, in writing, a minimum of 5 lessons with 100% accuracy or 10 lessons with 80-99% accuracy.

4. From SRA materials beginning at your reading level, complete, in writing, a minimum of 15 lessons at 80% to 100% accuracy.

5. From CONTROLLED READING lessons which begin at your level, complete a minimum of 5 lessons with 100% accuracy or 10 lessons with 80-90% comprehension. A reading rate increase should be evident from lesson to lesson in order for these to be considered acceptable.

6. View and participate in class discussions of FILMSTRIPS on reading speed and comprehension skills.

7. Turn in an acceptable LIBRARY REFERENCE SHEET after hearing a lecture about library materials.

8. Make acceptable grades on VOCABULARY TESTS.

B. Assignments to be done outside class:

1. Read one fictional book (minimum 200 pages) and keep rate and thought charts on it. After reading the book, set up a time with the instructor to discuss the book.

2. Read one non-fictional book (minimum 200 pages) and keep rate and thought charts or it. After reading the book, set up a time with the instructor to discuss the book.

3. Read and do a written report on one factual magazine article (example, TIME, NEWSWEEK).

4. Read and do a written report on one fictional magazine article (example, GOOD HOUSEKEEPING, EBONY).

5. Do three PQRST chapter summaries based on a text from another course.

III. Grading system for Reading 110

Final grades are based on averaging three things:

1/3 grade = work done in class
1/3 grade = work done outside class
1/3 grade = average on vocabulary tests

A. "A"

1. Acceptable completion of assignments on list of things to be done during class time.

2. Acceptable completion of all assignments on list of things to be done outside of class time.

3. Average score of 90 or above on vocabulary tests.

B. "B"

1. Completion of the following from assignments to be done during class:

   a. Completed:

      1. 9 LISTEN AND READ lessons
      2. 9 WORD CLUE lessons
      3. 12 SRA lessons
      4. 9 CONTROLLED READING lessons
      5. lacking some of the following lessons:
         (a) Some acceptable timed readings (from SUCCESSFUL READING)
         (b) The library reference sheet.

2. Completion of the following from assignments to be done outside class:

   a. Read one book and keep rate and thought charts---have acceptable discussion about book with instructor.

   b. Read and report on one magazine article.

   c. Do at least 2 PQRST chapter summaries.

C. "C"

1. Completion of the following from assignments to be done during class:

   a. Partial completion of timed readings in SUCCESSFUL READING.
   b. 7 LISTEN AND READ lessons
   c. 7 WORD CLUE lessons
   d. 7 CONTROLLED READING lessons
   e. 10 SRA lessons

2. Acceptable completion of the following assignments to be done outside class:

   a. Read one book and keep rate and thought charts on it---have acceptable discussion with instructor about book.

   b. Do at least 1 PQRST chapter summary.

3. Average score of 70 or above on vocabulary tests.

D. "D"

1. Read one book and keep rate and thought charts on it---have acceptable discussion with instructor about book.

2. Completion of the following from assignments to be done during class time:

   a. 5 LISTEN AND READ lessons
   b. 5 WORD CLUE lessons
   c. 5 CONTROLLED READING lessons
   d. 5 SRA lessons

3. Average score of 60 or above on vocabulary tests.

E. "F"

Failure to meet the requirements of A, B, C, or D.

NOTE: In order to receive a passing grade in Reading 110, certain levels must also be attained in each of the materials used in class.

1. Must be reading at grade 10 level.
2. Must be through book J in Word Clue.
3. Must be through Controlled Reader IJ or JI.
4. Must be at level Red on SRA.
5. Listen and Read on interest level.

One oral book report is required to pass. It must be accompanied by Rate and Thought Charts; for every timed reading there will be a Rate and Thought Chart.

IV. Attendance

Because of the obvious relationship between attendance and academic success, you are expected to attend every class meeting. In case of an unavoidable absence, you should make prior arrangements, if possible, for make-up work. YOU ARE SUBJECT TO DISMISSAL FROM THE COURSE AFTER SIX HOURS' ABSENCE.

V. Scholastic Honesty

Unless specifically directed by your instructor to work eith other class members or to seek the assistance of an authorized Learning Lab tutor, your are expected to prepare your assignments by yourself. When taking tests, use only the testing materials approved by your instructer. If discovered cheating, you are subject to dismissal from the course. Ask your instructor any questions you have about procedures for assignments and tests.

PSYCHOLOGY 110

I. Objectives

A. Improve self concept--aid each student to feel better about himself/herself.

B. Increase outcome expectancy for successful completion of college classwork.

C. Develop self-efficacy: Instill a belief in each student that, "I can do these things."

E. Reduce anxiety.

F. Develop job finding and career selection skills.

II. Requirements

A. Class Report: Each student will write a two page paper on a subject of his choice and will report to the class on the material.

B. Projects: Five short projects will be assigned during the semester which will relate specific topics.

C. Class Participation: This course is designed to develop practical skills in human relations. Therefore, it will be important that each student participate in each class period.

III. Grading

Grading will be based on the following:

D Attending class with no absence except for conditions not under your control.
C Attendance + active praticipation in class activities
B Attendance + participation + completion of all 5 class projects
A All these of the above + report given orally to class.

IV. Major Topics

A. Course Overview

B. Self Concept

C. Relaxation

D. Study Skills

E. Test Taking

F. Standardized Testing

G. Communication

H. Social Skills

I. Assertiveness

J. Decision Making

K. Job Finding

L. Career Development

M. Career Goals and Development

SPEECH 110

COURSE DESCRIPTION:

The course consists of the study of the importance of speech as an aid in social adjustment; the development and study of aids for this improvement.

RATIONALE:

The course is designed to improve the student's ability to compose and to perform speeches under all conditions.

SPECIFIC INSTRUCTIONAL OBJECTIVES:

1. The student will demonstrate ability to show familiarity with communication in the speech making process by presenting a process speech utilizing a visual aid.

2. The student will be able to demonstrate an understanding of theories of public speaking by composing and presenting two informative speeches.

3. The student will be able to show awareness of the principles of persuasion by presenting two persuasive speeches.

METHODS FOR ACCOMPLISHING SPECIFIC COURSE OBJECTIVES:

Lectures supplemented by text, The Challenge of Effective Speaking, Fourth Edition, by Rudolph F. Verderber. Individual presentations of a minimum of seven speeches to include an informative speech, a process speech, a visual aid speech, and a persuasion speech.

COURSE CONTENT:

Major Lecture Topics:

A. Modern Communication Theory

B. Selecting and Finding Materials

C. Organizing Materials

D. Wording and Delivery

E. Informative Speaking

F. Processess

G. Visual Aids

H. Persuasion

EVALUATION PROCEDURE:

Grades are based upon instructor evaluation of the individual student's speeches and upon written exam of student's knowledge.

APPENDIX B: EXIT CRITERIA

MATH
ENGLISH
READING

Math 109: Exit Levels

I. Introduction -

This course is designed to develop the basic skills of arithmetic on an individual basis. There are two types of students who shall benefit from the course: Those who need an original presentation of the material and those who need a review. The student who successfully completes the course should be ready to do that material which is presented in Math 110. To exit Math 109 requires that the student score at least 70% on each of five modules and at least 70% on a comprehensive final examination. If the final average is between 70 and 79, a grade of "C" will be assigned; if the final average is between 80 and 89, a grade of "B" will be assigned; if the final average is greater than 89.5, then a grade of "A" will be given.

II. Objectives - Math 109

A. Module 1 - Whole Numbers

1. Determine place value
2. Know which of two numbers is larger
3. Perform additions with whole numbers
4. Perform subtractions with whole numbers
5. Perform multiplications with whole numbers
6. Use the multiplication algorithm
7. Perform divisions with whole numbers
8. Use the division algorithm

B. Module 2 - Fractions

The student must be able to:

1. Reduce fractions to simple form
2. Find equivalent fractions
3. Change an improper fraction to a mixed number
4. Change mixed numbers to fractions
5. Add fractions
6. Subtract fractions
7. Find the L.C.D. of two fractions
8. Multiply two fractions
9. Determine the prime factors of a whole number
10. Divide one fraction by a second fraction

C. Module 3 - Decimal Numbers

The student must be able to:

1. Convert a fraction to a decimal
2. Know the names for place value to the right of the decimal point.
3. Compare the size of decimal numbers
4. Add and subtract decimal numbers

5. Multiply and divide with decimal numbers
6. Use the algorithm for terminating divisions

D. Module 4 - Percent, Ratio, Proportions

The student must be able to:

1. Convert percents to decimal numbers
2. Convert fractions to decimals to percents
3. Find a percent of a quantity
4. Work selected word problems involving percents
5. Determine the finance charge on charge accounts
6. Use percents to compare
7. Convert percents larger than 100% and less than 1%
8. Use ratios to express comparisons
9. Define proportion
10. Define equivalent ratios

E. Module 5 - Rounding, Estimation

The student must be able to:

1. Round decimal numbers to the given place
2. Estimate products
3. Estimate quotients
4. Square a number
5. Estimate square roots
6. Find the square roots by the algorithm
7. Work with selected formulas
8. Work selected exponent problems
9. Put numbers in scientific notation

Math 110: Exit Levels

I. Introduction

This course is designed for the students who need to improve their skills in algebra before they begin their regular college program. It can be used to develop algebraic skills or to review those skills for students who feel a need for the review. The course is also recommended for those students who score below 14 on their ACT in mathematics. Tutoring and/or audiotutorial tapes will be utilized by the instructor. To exit Math 110 requires that the student score at least 60% on each of four tests and at least 60% on a comprehensive final examination. If the final average is between 60 and 69, a grade of "D" will be assigned;if the average is between 70 and 79, a grade of "C" will be assigned; if the final average is between 80 and 89, a grade of "B" will be assigned; if the final average is greater than 89.5, then a grade of "A" will be given. It is suggested that the student who makes less than a "C" in the course not enroll in a higher level math course.

II. Objectives

A. Whole Numbers and Their Representation

The student must be able to:

1. Define whole numbers
2. Perform the fundamental operations using whole numbers

3. Define prime numbers and determine if a number is prime
4. Define composite numbers
5. Indicate an understanding of the order of operations
6. Do numerical evaluation
7. Perform sums and differences that involve polynomials
8. Determine products and quotients of polynomials

B. The Integers

The student must be able to:

1. Locate points with integers coordinates on the number line
2. Find sums and differences of integers
3. Determine products and quotients of integers
4. Find sums and differences involving variable expressions
5. Determine products and quotients of variable expressions
6. Do numerical evaluation problems

C. First Degree Equations

The student must be able to:

1. Define an equation
2. Solve linear equations using the addition and subraction properties
3. Solve linear equations using the multiplication and division properties
4. Solve literal equations for an indicated letter
5. Work selected word problems

D. Products and Factors

The student must be able to:

1. Find products by using the distributive law
2. Find the product of two binomials
3. Factor trinomials
4. Find the product of two polynomials
5. Solve equations that contain parentheses

E. Fractions

The student must be able to:

1. Reduct fractions to lowest terms
2. Find the quotient of two polynomials
3. Find the L.C.D. of two fractions
4. Change a fraction to an equivalent fraction
5. Find the sum of two fractions
6. Find the product of two fractions
7. Find the quotient of two fractions
8. Simplify a complex fraction
9. Solve a fractional equation
10. Solve for the missing term of a proportion

F. First Degree Equations in Two Variables

The student must be able to:

1. Sketch the graph of an equation
2. Solve a system of equations
3. Set up and solve word problems

G. Quadratic Equations

The student must be able to:

1. Solve a quadratic equation by factoring and/or the quadratic formula
2. Set up and solve word problems

H. Radical Expressions

The student must be able to:

1. Simplify radical expressions
2. Multiple and/or divide radical expressions
3. Graph quadratic equations
4. State and apply the Pythagorean formula
5. Define real numbers

ENGLISH 109: Exit Levels

English 109 teaches many of the skills of correct writing, which is an activity somewhat like building a well-made house. Both the writer and the builder start with sound basic materials and follow careful planning in putting together the finished paragraph or house. The writer's basic materials are WORDS, which are joined into SENTENCES, which are arranged to form a PARAGRAPH.

For study purposes, the writing skills to be learned in English 109 are divided into three groups, which are listed here along with learning activities for each group:

I. Word Skills

A. Spelling correctly-

1. Spell correctly at least 7 of every 10 words chosen from a specified list of frequently misused words.

B. Using precise wording-

1. Use correctly at least 7 of every 10 words chosen from a specified list of frequently misused words.

II. Sentence Skills

A. Recognizing and correcting incomplete sentences (fragments) -

1. Correct at least 5 of 7 fragments contained in a group of sentences.

B. Recognizing and correcting run-on errors-

1. Correct at least 5 of 7 run-on errors contained in a group of sentences.

C. Recognizing and correcting subject-verb errors-

1. Correct at least 5 of 7 subject-verb errors contained in a group of sentences.

D. Writing correct SIMPLE sentences-

1. Write at least 5 correct simple sentences in 6 attempts.

E. Writing correct COMPOUND sentences-

1. Write at least 4 correct compound sentences in 6 attempts.

F. Writing correct COMPLEX sentences in 6 attempts.

III. Paragraph Skills

A. Recognizing and naming the parts of a paragraph-

1. In a paragraph selected by the instructor, identify at least 5 of the following 7 items: the topic sentence, 3 supporting details or examples, and 3 transitions.

B. Writing a well-made paragraph-

1. Using a topic selected by the instructor, write a paragraph containing at least 5 sentences. To be successful, the paragraph must show correct use of word, sentence, and paragraph skills.

Final success in English 109 means earning a semester grade of A, B, or C. In most cases, the semester grade will be the average of two large grades: (1) the grade average of weekly assignments and (2) the final exam grade. EACH LARGE GRADE COUNTS AS HALF OF THE SEMESTER GRADE. In some cases, however, the semester grade will be decided by this rule: A STUDENT CANNOT PASS THE COURSE IF EITHER LARGE GRADE IS BELOW 65, NO MATTER HOW HIGH THE OTHER GRADE IS.

THE FINAL EXAM IS VERY IMPORTANT. It is the largest single assignment of the semester. IT WILL CONTAIN ALL 10 OF THE SKILLS ACTIVITIES LISTED ABOVE. The best way to prepare for the final exam is to attend every class and do your best on each and every weekly assignment. Most of these assignments use the listed skill activities to prepare you for the final exam.

ENGLISH 110: Exit Levels

English 110 is designed to encourage the achievement of either one of two important goals: (1) success in more advanced courses in English and other subjects, or (2) independent improvement of writing skills for personal or professional reasons. The primary emphasis in the course is on the skills needed to write well constructed paragraphs and short themes or essays (200 - 300 words) of several paragraphs on a specific topic. But, because the quality of the sentences in it, English 110 begins with a study of basic sentence parts and various ways to combine them into correct and effective patterns.

The contents of the course are organized as follows:

I. Sentence Skills (combining words)

A. Subject and Verbs

B. Clauses

C. Other elements

D. Complete sentences versus fragments

E. Frequently used sentence patterns (including punctuation)

II. Paragraph Skills (combining sentences)

A. The topic sentence

B. Supporting sentences

C. Transitions

D. Frequently used paragraph patterns

III. Theme Skills (combining paragraphs)

A. The introductory paragraph

B. Supporting paragraphs

C. Organizational plans - for themes

The measure of student performance in the three skills areas will be the results of regularly scheduled tests over assignments in every skills area.

THE LOWEST PASSING GRADE ON ANY ENGLISH 110 ASSIGNMENT IS 70 (C-). TO PASS THE COURSE, A STUDENT MUST HAVE AN AVERAGE OF 70 OR HIGHER ON ALL WORK PRIOR TO THE FINAL EXAM. If the final exam grade is below 70, a student can pass only when the prior work average is high enough to produce at least a 70 when averaged with the exam grades. (Example: A student who makes 65 on the final exam must have a prior work average of at least 75 to pass.) For students with a passing prior work average who make at least 70 on the final exam, the exam grade will count 20% (one-fifth) of the semester grade. (Example: A prior work average of 72 and an exam grade of 82 produce a semester grade of 74.)

READING 109: Exit Levels

In order to receive a passing grade in Reading 109, the student must attain certain competency levels in each of the materials used in class:

1. The student must be reading at the 8th grade level (as evidenced by a minimum score of 80% in class material written at the 8th grade reading level).

2. The student must be through Controlled Reader GH, HG, or HA level.

3. The student must be through 30 on SRA.

4. The student must be in Listen and Read on interest level (some in Aqua).

5. The student must complete the required exercises in the text for the course.

6. The student must read a minimum of one book and keep rate and thought charts; he or she must have acceptable discussion about book with insturctor.

7. The student must have an average score of passing level on vocabulary tests.

READING 110: Exit Levels

In order to receive a passing grade in Reading 110, the student must attain certain competency levels in each of the materials used in class:

1. The student must be reading at the 10th grade level (as evidenced by a minimum score of 80% in class materials written at the 10th grade reading level).
2. The student must be though Controlled Reader IJ or JI level.
3. The student must be though the red section on SRA.
4. The student must be in Listen and Read on interest level (some in green).
5. The student must complete the required exercises in the text for the course.
6. The student must read a minimum of one book and keep rate and thought charts; he or she must have acceptable discussion about book with instructor.
7. The student must be through Word Clues IJ or JI level.
8. The student must have an average score of passing level on vocabulary tests.

APPENDIX C: GRADING POLICY

GRADING SYSTEM*

A = Excellent - Four grade points per credit
B = Good - Three grade points per credit
C = Average - Two grade points per credit
D = Poor - One grade point per credit
F = Failure - Zero grade points
S = Satisfactory - No grade point credit
R = Re-enroll - The Grade of "R" for re-enroll means no credit until course objectives are completed. Its use will be limited to developmental courses only to permit re-enrollment for the completion of course objectives. It will be further limited to use only one time for any given student unless there is a recommendation made by the instructor, reviewed by the appropriate Director and Department Chairman, and, if necessary, the Associate Dean of Instruction.

U = Unsatisfactory-No grade point credit
WP = Withdrawal Passing
WF = Withdrawal Failing
I = Incomplete - No credit. An incomplete grade ("I") is given when a course is nearly completed and when, in the opinion of the instructor, it may be completed with minimal additional work on the part of the student and the instructor. It is the student's responsibility to make arrangements for completion of the course work. If the course work is not completed by the end of the following semester, the earned grade (A, B, C, D, or F) will be reported.
X = Audit - No credit. Permission of the Instructor and the Dean of Instruction is required to audit a class.

* As a general guide, a grade of "A" will be assigned for grades (or equivalents) of 90-100, "B" for 80-89, "C" for 70-79, and "D" for 60-69.

1. DATE _____ ,19____

ALVIN COMMUNITY COLLEGE

ALVIN, TEXAS 77511

COURSE PLAN

2. NAME AND ADDRESS OF STUDENT

Doe (LAST) John (FIRST) H. (M.I.) (MAIDEN)

STREET

CITY STATE ZIP

TELEPHONE NO 585-1000

SEMESTER F YEAR 81

STUDENT I.D. NUMBER 0 3 4 5 6 7 8 9

3. MAJOR

4. TRANSFERRING TO:

5. STUDENT'S ADVISOR Suzie Q. Advisor

6. COURSE SELECTION

SECTION NO	COURSE NUMBER	SH	TIME	DAYS	ROOM	Check
3259	Math 109	3	11-12:20	TTH	A232	
3113	Eng 109	3	12-12:50	MWF	A221	
3434	Rdg 109	3	9-9:50	MWF	A232	
2924	Psyc 110	3	10-10:50	MWF	A218	
3355	Phed 116	1	TBA	TBA	F107	
		13				

9. REMARKS

Local Tests: R 78, M 53, E 32 - Special Services Labs in math, reading, and English replace M101, R101, and E101

10. APPROVING SIGNATURE

Academic advisors are available to help in the selection of courses, however, the student is responsible for proper selection of courses to meet degree and/or transfer requirements.

APPENDIX E: REGISTRATION INFORMATION FOR ADVISORS

A. These materials are available to you during registration at Station 1:

1. Student transcript of all work at ACC
2. Entrance test scores (if available)

   ACT
   SAT
   Local Placement Test

B. A student needs to enroll in a developmental course when his/her score is:

	ACT	SAT	Local Placement
English	E 13 or lower	V 349 or lower	E: 59/40-Engl 110 39/ 0-Engl 109
Math	M 13 or lower	N 349 or lower	M: 20 or lower on College Board
Reading	SS 13 or lower	V 349 or lower	R: 9.9 or lower on Nelson Denny

To enroll in any math, English, or reading course numbered 101, 109, or 110, the student must go to Room A222 for counseling and placement in the proper course (s).

C. All students on academic probation (those whose course plans have a red "P" in the bottom right hand corner) must be referred to a counselor before they leave Station 1.

THE DEVELOPMENTAL PROGRAM
AT
ALVIN COMMUNITY COLLEGE

Alvin, Texas 77511

LEARNING LABORATORY PROCEDURES

Fall, 1981

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TO THE FACULTY:

This packet of information was developed by Susie Sutton, Coordinator of the Learning Laboratory. It is our attempt to better familiarize you with our services and how to use them.

You will find information inside on the following:

- Tutoring
- Make-up Tests
- Practicing Tests
- Diagnostic Testing
- Readability Tests
- Lab Use Orientation
- Grading
- Advising
- Special Supplementary Programs
- Mini-Courses

To accomplish the tutoring we need Faculty assistance in identifying good student tutors in the various disciplines.

We are always open to suggestions and constructive criticism. (We'll take "warm fuzzies," too.) The more information you give us about your students and their needs the better we can assist you.

Jo Bennett
Associate Dean of Students
& Instructional Services

TUTORING

If you have a student who needs more assistance than your time schedule permits, send him in for free tutoring. To prevent confusion and wasted time, however, take a minute to:

note (on paper) the student's name, class, and specific problems (don't just write "grammar" or "algebra"--put "pronoun reference" or "quadratic equations")

tell him where we are (next to the library, second floor of Learning Resources Center)

tell him when we're here (long terms: 8-8:30 Mon-Thurs and 8-4 Fri; summer sessions: 8-5 Mon-Thurs)

tell him he may have to arrange a time with the tutors (not every hour of the day is covered by every kind of tutor)

For our benefit, please check out your classes for especially bright students that we might be able to utilize as tutors--and refer them to the Lab, please!

MAKE-UP TESTING

If you aren't available to administer make-up exams when your students are available to take them, pick up an exam administration Instruction Sheet (there is a box for them in the faculty lounge or we have copies in the Lab), complete it, and send or bring it to the Coordinator of the Learning Lab. The exams are given a number code and are locked up. When the student has completed it, the test will be returned to you according to your instructions. During long terms, the Lab is open for testing from 8-6:30 M-Th and 8-4 on Fri. Summer hours are 8-5 M-Th.

PROCTORING TESTS

If it is more convenient for you to schedule an exam during your absences from the campus, we will be happy to proctor exams for you. For our convenience, we prefer that you send your class to the Lab for testing, but other arrangements can be made. Call Susie at 273, allowing at least a week's notice, if possible.

DIAGNOSTIC TESTING

If you have a student who seems to be having academic problems that you can't readily identify, we can help. Diagnostic tests in arithmetic, elementary and intermediate algebra, reading, vocabulary skills, and English grammar are on file in the Lab. We can test the student, assess his weaknesses, and work with you to plan and set up a tutoring/self-study program to help him overcome his problems. Call 273, or send the student (with a short note explaining what you think needs to be checked on) to the Lab.

READABILITY TESTS

Textbooks or supplementary reading material can easily be evaluated in terms of reading difficulty (by grade levels). Bring books you currently use or are considering for adoption to the Lab.

LAB USE ORIENTATION

If you or your students are going to be using the Lab, please stop by the

Lab or call 273 to set up a time when a staff member can come talk to you and your students, or when you can bring them to the Lab, so we can explain the specifics and details of how, when, and what we can do for you (unfortunately, it is characteristic of an open-concept facility that the schedules, prime-time usage, and specific tutor availability change from semester to semester).

GRADING

Several departments already utilize the machinery and personnel in the Learning Lab to grade tests, assignments, and practice exercises. If you need assistance, or if you want a Scan-Tron scored test graded and an item analysis of the questions prepared for you--call 273.

ADVISING

The core of the Special Advising Program is the team of Lab staff members and very gracious volunteer faculty members who "adopt" students for the duration of their stay at ACC serving as academic, career and personal guides. Any student can be a part of this special program--and if you identify someone who needs a little special contact, feel free to refer them to us. We will assign them (according to declared major) to the advisor best prepared to help them.

SPECIAL SUPPLEMENTARY PROGRAMS

We maintain locked storage and check-out systems for any supplementary materials (slides, filmstrips, tapes, study workbooks, etc.) that you may utilize in your courses. All you have to do is bring the materials and instructions to the Lab and then notify your students where and when to come to complete these "outside" activities.

MINI-COURSES

Special programs (in study skills, note-taking, preparing for tests, overcoming test anxiety, and others) are available in the Lab for individually-referred students or for groups (we need advance notice--at least a week). When requests are great enough and personnel are available, advertised mini-workshops are conducted throughout the year on such topics as stress, relaxation, documenting research papers, using calculators, etc. For individual referrals, call 273; for scheduling groups, call 395.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

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